Through God's grace, a community growing in knowledge and understanding

St. Laurence Catholic Primary School

Anti-Bullying Policy

Contents

Section 1 - Context including National and Local Policy and Legislation

The profile of bullying and anti-bullying work locally and nationally has never been higher. Evidence from national and local research indicates that bullying is widespread and consultations with children and young people repeatedly identify bullying as a key concern for them.

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non-statutory guidance. In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

The Ofsted inspection framework (2014) focuses on the 'Behaviour and safety of pupils at the school' as one of four key judgements. Under this judgement inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. This includes how schools routinely gather and analyse school data to monitor incidents of bullying and evaluate the school's anti-bullying responsive and preventative strategies.

Section 2 - What is bullying?

a)   Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self- confidence and ability to build and sustain relationships. It can also destroy self-esteem, sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

b)   A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire CFA Services definitions of bullying:

'*Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally'.* DfE, 2011

'*Bullying is the persistent, deliberate attempt to hurt or humiliate someone'.*
Cambridgeshire CFA Services, 2014

At St. Laurence Catholic Primary School we define bullying as:
- Repetitive, willful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenceless.

<u>Bullying Forms and Types</u>

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about then; being left out, ignored or excluded from groups.

Electronic / **'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

<u>Specific Types of Bullying</u>

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked–after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

(See appendix C Specific Types of Bullying)

St. Laurence Catholic Primary School recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

c) Recognising Signs and Symptoms

St. Laurence Catholic Primary School recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance

- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

d) Recognising reasons why children may bully

St. Laurence Catholic Primary School recognises the fact that children may bully for a variety of reasons. Recognising why they bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables us to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:
- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

Section 3 – Implementing the Anti-bullying Policy in our School

a) Introduction

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values.

"My commandment is this: love one another just as I love you". (John 15:12)

Our principles for good behavior, including the prevention and management of bullying, are based on the aims of our school. In particular, 'to lead those in our care to grow in their faith and to benefit from an enriching education', we believe that:

- Our Christian faith teaches us that each person is made in the image of God and therefore bullying is unacceptable.
- Pupils develop best in a secure environment, free from intimidation.
- Pupils who bully should be identified and challenged to make best use of their God-given talents.
- Working closely with the families of the victim and aggressor will help both parties.

At St. Laurence Catholic Primary School:

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community

- We prepare our pupils to confidently meet the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life
- We understand the nature and offensiveness of racist, sexist and homophobic bullying as integral elemts within our approach to dealing with bullying.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Other school polices which support our Anti-Bullying Policy include our PSHCE Policy, Equality Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Intimate Care Policy and our E-Safety Primary Policy.

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance.

b) Policy Aims

This Policy aims to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The Policy provides clear guidance on how the school intends:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- To apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- To safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem.
- To address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- To identify vulnerable children and those critical moments and transitions when children may become more vulnerable to bullying and provide additional support/safeguarding when needed
- To ensure all staff are trained and supported to enable them to model positive relationships
- To regularly monitor incidents of bullying and harassment and report to the Deputies/ Headteacher when necessary
- To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

c) Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills and anti-bullying issues
- Worry boxes in each class that are checked daily by class teacher

d) Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school, all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection Policy and procedures. Statutory guidance on safeguarding children identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

(Note: In Cambridgeshire, schools regularly report prejudice-related incidents to the local authority. This information allows the local authority to compare school trends with locality area and county trends and enables the local authority to monitor the occurrence of incidents and identify underlying trends in racist, homophobic and disability-related bullying so that appropriate and relevant training and support can be provided to schools).

The procedure and stages in responding effectively to bullying at our school are:

1.   Monitoring and recording behaviour and relationship issues

At St. Laurence Catholic Primary School we follow a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. It supports the detection of bullying and allows for intervention at an early stage. This system involves using a 'Class Friendship File' whereby staff will record and collate any behavior/pastoral issues. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing. When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

2.   Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

3.   A Restorative Approach

Where appropriate and in most cases of bullying we will initially consider the use of a restorative approach to resolve the situation. A restorative approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

(See our 'Behaviour Policy' for more information).

In situations where the school has decided to use a restorative approach, we will complete a 'Record of Pupil Meeting' sheet **(see Appendix D)** noting what happened and what the outcome of the meeting was. This will be added to the Class Friendship File.

4. Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions. In cases of serious bullying such as where prejudice-related comments have been made, violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying, sections A, B and C of the Bullying Incident Report Form will be completed **(see Appendix E)** This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying ('bystanders'). This form will then be referred to the Headteacher.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Like the school's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

We will draw upon the school's Behaviour Management Policy and follow the system for sanctions, which includes:

- Removing or separating children from other individuals or groups of children
- Withdrawing privileges for a set period of time e.g. supervised loss of playtime or lunchtime
- When necessary, referring them to the Key Stage Leader, Deputy Head, Inclusion Manager or Head Teacher

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider exclusion. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

5. Communicating with the whole school community

The school will communicate to the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers. The timing of this communication will depend on the agreed responsive approach.

6. Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

7. Responding to incidents of cyberbullying

The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology, such as Digizen: www.digizen.org/resources/cyberbullying/full-guidance.aspx

8. Responding to incidents of bullying which occur off the school premises.

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, on the school bus, the school will follow the guidance in the Behaviour Policy on regulating the conduct of children at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community e.g. trouble spots/ gangs
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Make contact with local police officers and representatives from the Youth Service, Connexions and other organisations (including sports clubs and voluntary organisations)
- Map safe routes to school in the event of a child being bullied on their journey to school
- Offer children and parents/cares strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using their mobile phones.

e) Working with Parents /Carers

St. Laurence Catholic School takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as Key Stage Coordinators, Deputies/Heads will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher or member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's Bullying Incident Report Form **(see Appendix E)**. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form. The school adopts a problem solving approach with parents/carers e.g. *'It seems your son/daughter and (other child) have not been getting on very well'* rather than *'your son/daughter has been bullying….'* While we firmly believe that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, we understand that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

f) Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying (see section **Responding to Incidents of Bullying**), the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve

active participation from children and involve children helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Having weekly PSHCE sessions
- Providing opportunities for class Circle Time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way.
- Providing a 'Think Good – Feel Good' intervention group which teaches children how to deal with their problems in healthy ways
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services, Race Equality and Diversity Services.

g) Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of PSHCE
- Providing training on restorative approaches to staff members
- Providing a school council and Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying though whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Worry Boxes in each class
- Providing cross year group house systems to allow children from different age groups to socialise and support each other
- Working in partnership with other schools/local authority services on anti-bullying initiatives

h) Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

The school acknowledges the role of the PSHCE curriculum in preventative work on bullying. The PSHCE curriculum supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify, manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the Primary Cambridgeshire Personal Development Programme for PSHCE in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- The school recognises and participates in the national Anti-Bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHCE curriculum is taught through:

- Designated lesson time/focused events

- Religious Education

- Enrichment activities such as visits from the Life Education Centre, drama groups and other outside agencies.

See the school's PSHCE Policy for further detailed information on curriculum planning, teaching methodologies and teaching resources.

i) Children and Young People's Consultation and Participation

St. Laurence Catholic Primary School considers listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying and practice and engage in initiatives to support an anti-bullying ethos in school. Children actively participate in:

- Identifying when and where the bullying happens

- Identifying new forms of bullying e.g. types of cyberbullying

- Making decisions about how to address and tackle bullying through restorative approaches

- Learning how to play an active role in challenging bullying such as our Peer Mediation Programme **(see Appendix F)**

The school adopts a number of democratic methods/systems for promoting pupil consultation including:
- School Council
- Peer Mediation
- Restorative Approach conversations
- Active learning and interactive learning techniques included in PSHCE
- Whole school Wellbeing Questionnaires
- Worry Boxes

j) Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's Policy and procedures on preventing and responding to incidents of bullying, including providing short and long term support to those affected by bullying.

k) Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively.

l) Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated PSHCE co-ordinator and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children and places and times where bullying may be occurring. Other informative data includes:

- Parental complaints to the school or local authority regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in non-attendance
- Exclusion data relating to bullying
- Risk assessment for children who exhibit sexually inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Outcomes achieved as part of the school's work on promoting children's wellbeing

The results of the review are used to inform areas for school development, which are included in the School Development / Improvement Plan and other appropriate actions plans.

The policy is reviewed every 2 years

Review date: February 2016

Section 4 – Appendices

Appendix A - Bullying: National Legislative and Policy Context

The Schools Standards & Frameworks Act (1998) sets out the expectation that all schools are required by law to have an Anti-Bullying Policy. Children and young people should be involved in both the development and the monitoring of the Anti-Bullying Policy by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of United Nations Convention on the Rights of the Child 1989).

The Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people. Guidance that shows how this duty applies, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children and young people safe (DfES 2004). More recently a new section has been added to this act, which introduces a duty on schools' governing bodies to promote community cohesion.

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops or in a town or village centre.

Criminal Law Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communication- could be a criminal offence, for example under the **Protection from Harassment Act (1997),** the **Malicious Communication Act (1988),** the **Communications Act (2003)** and the **Public Order Act (1986).** If school staff feel that an offence has been committed they should seek assistance form the police. For example, under the Malicious Communication Act (1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

The Crime and Disorder Act 1998 and The Anti Social Behaviour Act (2003) state that schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons.

Equality Act (2010) brings together a raft of discrimination acts, regulations and codes of practice into one single act. It covers a number of protected characteristics. Those relevant for schools provision are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools and colleges must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between people who share a protected characteristic and those who do not share it.

This act is vital for the prevention of prejudice-related bullying in schools.

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

1. Be Healthy
2. **Stay Safe**
3. Enjoy and Achieve
4. **Make a Positive Contribution**
5. Achieve Economic Wellbeing

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – 'Stay Safe' and 'Make a Positive Contribution'. Schools and local authorities will be held responsible for ensuring that children and young people in their care achieve these outcomes.

The Ofsted inspection framework (2014) focuses on the 'Behaviour and Safety of pupils at the school' as one of four key judgements. Under this judgement inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. This includes how schools routinely gather and analyse school data to monitor incidents of bullying and evaluate the school's anti-bullying responsive and preventative strategies.

The Children and Families Act (2014) requires a Local Authority to produce a Local Offer that demonstrates the arrangements schools in their local area have in place for *"supporting the emotional mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)"* - SEN Code of Practice June 2014

The DfE statutory guidance: Keeping children safe in education (2014) states that all school and college members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. This includes emotional abuse which may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.

The DfE Working Together to Safeguard Children (2013) states that professional should be alert to the potential need for early help for a child who is showing signs of engaging in anti-social or criminal behaviour or is showing early signs of abuse and neglect.

The Human Rights Act (2000) is based on the European Convention on Human Rights. The act contains two articles, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment'.

Article 6: 'Everyone has the right to respect for his private and family life, his home and his correspondence'.

In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:

Article 2: 'All the rights must be available to all children whatever their race, religion, language or ability'.

Article 3: 'A child's best interests should always be the main consideration'.

Article 12: 'Children's opinions should always be taken into account in matters that concern them'.

Article 19: 'Children have a right to be protected from being hurt or badly treated'.

Article 37a: 'No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment'.

Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is a relevant international legal instrument that is legally binding; hence it can be enforced in UK courts.

This policy reflects recommendations and is consistent with the following national guidance:

DfES (2004) Bullying - A Charter for Action

DCSF (2007) Guidance on the Duty to Promote Community Cohesion

DCSF (2007- 2010) Safe to Learn: Embedding Anti-Bullying Work in Schools:

- *Cyberbullying*
- *Bullying involving Children with Special Educational Needs and Disabilities*
- *Homophobic Bullying*
- *Bullying around Racism, Religion and Culture*
- *Preventing and responding to Sexist, Sexual and Transphobic Bullying.*

DfE (2014) Behaviour and Discipline; Use of Reasonable Force; Screening, Searching and Confiscation.

DfE (2014) Preventing and Tackling Bullying.

It also reflects former national programmes and strategies including:

DH/DfES (2006) National Healthy Schools Programme

DfES (2005) Primary National Strategy: Behaviour and Attendance

DfES (2005) Secondary National Strategy: Behaviour and Attendance

DfES (2005) Excellence and Enjoyment: Primary and Secondary Social and Emotional Aspects of Learning.

Appendix B - Inspecting Schools

Ofsted Framework for Inspection September 2014

Behaviour and safety of pupils at the school

The following criteria within the key judgement area of 'Behaviour and safety of pupils at the school' can be linked to your school's anti-bullying work. The judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how well the school promotes pupils' spiritual, moral, social and cultural development.

Inspectors will also consider the behaviour and safety of pupils attending off-site alternative provision.

Criteria

When judging behaviour and safety, inspectors should consider:

- Pupils' attitude to school, conduct and behaviour during and outside of lessons and their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption.

- The school's analysis of, and response to, pupils' behaviour over time, for example incident logs and records of rewards and sanctions.

- Rates, patterns of and reasons for fixed-period and permanent exclusions including the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance.

- Pupils contribution and response to the culture of the school and how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults and their understanding of how such behaviour contributes to school life, relationships, adult life and work.

- Types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyberbullying and prejudiced-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

- The success in keeping pupils safe, whether within school or during external activities through, for instance effective risk assessments, e-safety arrangements and action taken following any serious safeguarding incident.

- The effectiveness of the school's action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language

- The extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with e-safety, relationships (including sexual relationships), child exploitation, domestic violence, female genital mutilation, forced marriage, gang activity, radicalisation and extremism.

- The school's response to any extremist or discriminatory behaviour shown by pupils.

- The impact of the school's strategies to improve behaviour and attendance.

- The views expressed by pupils, including different groups of pupils, of their experiences of other' behaviour and attitudes towards them and their understanding of the importance of such attributes in school and adult life.

- The views expressed by parents, staff and governors and others.

<u>Appendix C -Types of Bullying</u>

<u>Bullying related to race, religion or culture</u>

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveler children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

Schools are advised to log all incidents of racist or faith- based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

<u>Bullying related to special educational needs and disabilities (SEND)</u>

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

<u>Bullying related to gifted and talented children and young people</u>

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

<u>Bullying related to appearance or health conditions</u>

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

<u>Bullying related to sexual orientation</u>

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.

Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted

- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

<u>Bullying of young carers or looked after children or otherwise linked to home circumstances</u>

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has

 highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

<u>Sexist, sexual and transphobic bullying</u>

Sexist, sexual and transphobic bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also become a target of bullying.

Appendix D – Record of Pupil Meeting

RECORD OF PUPIL MEETING		
Name of Children:	**Current Classes:**	**Date:**
Issues Arising:		
Outcome:		
Date for follow-up meeting (if necessary):		
Member of Staff:	**Position:**	

Appendix E - Bullying Incident Report Form

SECTION A: ALLEGED BULLYING INCIDENT
Target **Name(s):**   **Age:**   **Year group:**   **Class:**
Ethnicity: **Gender:** M / F   **SEN:** Y / N **Home language:**   **Looked-**after **child:** Y / N
Member of staff to whom the incident was reported:
Date of incident:
Time of incident:
Location of incident:
Target's Account / Concern of parents/carers: **Alleged perpetrator(s):** **Name(s**):   **Age:**   **Year group:**   **Class:** **Nature of incident including details of any injury or damage to property, etc:**   **Circle any elements that apply:** **Form:** Physical   Verbal   Indirect   Cyberbullying **Type:** Race/religion/culture   Sexual/sexist/transphobic   Homophobic   SEN/disability Home circumstances   Gifted/talented   Health conditions   Other
Parents/carers of alleged target(s) informed: **Date:**   **Time:**

SECTION B: ACCOUNTS OF THOSE INVOLVED

Alleged perpetrator(s) account of the incident

Name(s):   **Age:**   **Year group:**   **Class:**

Bystanders'/ witnesses' accounts of the incident

Name(s):   **Age:**   **Year group:**   **Class:**

Parents/carers of alleged perpetrators informed:

Date: **Time:**

SECTION C: ACTION TAKEN

Details of immediate action taken:

Monitoring of action taken and details of follow up and longer term action taken:

Appendix F - Peer Mediation Programme

Peer Mediation programs offer schools an alternative to traditional disciplinary practices and help schools become safer places. The concept of peer mediation entails trained student mediators helping their peers to resolve conflicts. These disputes can be time consuming for teachers and stressful for students. However, when the mediating task is shared by pupils the results can be extremely effective. Pupils are empowered with the skills of conflict-resolution, as well as a number of valuable life skills.

At St. Laurence Catholic Primary School, Peer Mediator roles are offered to Year 5 students during the summer term. Children apply for the role, with permission from their parents and the applications are reviewed by the Senior Leadership Team and PSHCE co-ordinator. Those chosen to take on the role are then trained and mentored for this role within the summer term, fulfilling their roles during break time and lunch time on the playground. They then continue their role during their time in Year 6, helping to train the next Peer Mediator's from the year below. This is a major part of the children's development in leadership skills.

Stages of mediation:

- Introduce yourself as a mediator ...
- Ask students if they are willing to take part ...
- Ask students' names ...
- Explain ground rules ...
- Hear the different sides ...
- Listen carefully and repeat in your own words what the students have said ...
- Get the students to suggest solutions ...
- Students agree on a solution ...
- If no solution is reached, refer to a teacher ...
- If solved, close session by thanking children for coming.

(Note: In cases of serious bullying incidents e.g. prejudice-related comments or physical violence, children will be immediately referred to a member of staff rather than a Peer Mediator).